R E P O R T R E S U M E S

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DROPOUT RATES.

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THIS REPORT PROVIDES A GENERAL PICTURE OF THE ENROLLMENT PATTERN FOR THE MODESTO MULTIOCCUPATIONAL PROJECT. TABLES GIVE DATA ON THE ACTIVE AND INACTIVE ENROLLMENT IN VOCATIONAL AND PREVOCATIONAL TRAINING PROGRAMS AND REASONS FOR DROPPING OUT OF THE PROGRAMS, THE MAIN REASONS BEING LACK OF PROGRESS, LACK OF INTEREST, POOR ATTENDANCE, AND FAMILY PROBLEMS. DROPOUT RATES ARE GIVEN FOR INDIVIDUAL TRAINING PROGRAMS IN HOME ECONOMICS, TRADE AND INDUSTRIAL EDUCATION, BUSINESS, AND AGRICULTURAL EDUCATION. OVERALL DROPOUT RATES ARE SUMMARIZED. (FG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MODESTO JUNIOR COLLEGE - ADULT DIVISION

MODESTO MULTI OCCUPATIONAL PROJECT

RESEARCH REPORT 2.1

SUBJECT: DROPCUT RATES

DATE: JANUARY 14, 1966

FROM: FRANK C. PEARCE

This report is intended to provide a general picture of the Modesto enrollment pattern. The cut-off date for this report was January 1, 1966. You will note that the report provides statistics for trainees currently enrolled in the project, referred to as active, and for trainees who have completed their training or have dropped from the project, referred to as inactive.

The format for this report is similar to that of prior reports except that a comparison between the two is provided. For example, 828 different referrals are noted as of this date, whereas 708 were reported last time. This represents an increase of 15 %.

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ACTIVE STATUS

Table I indicates the current enrollment of trainees in the total project. The 198 trainees currently enrolled represent a decrease of 16 % in total enrollment since the last report. This occurs because at this time classes for sales persons, cooks, bank tellers, and bookkeepers are not in progress, although one new class, dairy farm hand, has been added since the last report. Enrollment in prevocational training was up 11 %.

During the month of December, the drop-out rate for prevocational was 1 % and for the vocational projects 9 %. These figures cannot be compared with the previous report since the time period was indeterminate. Drop-outs for this period were 8 % for the total project, while 2 % of these persons dropped to go to work and 3 % of the reasons were outside the programs influence. Thus, the true drop-out rate for the active students was 3 %.

INACTIVE STATUS

Table II indicates the enrollment pattern for students who have completed or dropped out of the training program. There was an increase of 15 % in this status since the last report.

TABLE I

Active Status Report - Vocational Projects

Ending Date 1/1/66

	Referred from ES	Trans Prevo	Total Referred	Vol Drop	Invol Drop	Active Status	Total for Projects
Nurse Aide	14	3	17	0	0	17	17
Custodian	13	2	15	4	0	11	15
Dairy	13	0	13	0	0	13	13
Clerk Typist	12	10	22	0	0	22	22
Dry Cleaner	15	13	18	4	2	12	18
L.V.N.	18	0	18	2	2	14	18
TOTAL	85	28	103	10	4	89	103

Active Status Report - Prevocational
For Month of December

	No change in status	Referred from ES	Trans. to Vocational	Leave of Absence	Vol. Drop	Invol. Drop	Total Active
Prevocational Students	96	28	13	1	2*	1*	108

Total Active Vocational 89

Total Active Prevocational 108

Active Grand Total 198

* Prevocational drops in active report include only the current month as prior drops are included in the inactive report. Vocational drops are considered current until a class completes training.

TABLE II

INACTIVE STATUS REPORT # 2

	Referred From ES	Trans from Prevo	Total Referred	Vol Drop	Invol Drop	Total Completed	Total for Projects	Last Report
Homemaker	6	0	6	2	0	4	6	6
Nurse Aide	126	23	149	10	18	121	149	129
Custodian	60	13	73	9	1	63	73	73
Sales	31	20	51	5	0	46	51	35
Cashier	5	4	9	0	0	9	9	9
Waitress	39	0	39	5	1	33	39	27
Clerk typist	13	8	21	6	0	15	21	0
Cook & Kitchen Helpers	20	10	30	5	0	25	30	24
Bankteller	17	0	17	0	0	17	17	0
Bookkeeper	19	5	24	4	2	18	24	0
Groundsman	5	6	11	2	0	9	11	11
Service Station Attendent	34	0	34	4	0	30	34	34
L.V.N.	34	0	34	8	7	19	34	34
SUBTOTAL	409	89	498	60	29	409	498	382
Prevocational	132	0	132	31	12	89	132	92
TOTAL	541	89	630	91	41	498	630	474

The basis for the remainder of this presentation is the inactive status trainee, since it seems inappropriate to provide figures on projects not yet completed. The format of Table III requires some explanation. You will note the reasons for dropping and the resultant percentages are divided by vocational area plus a grand total for the entire project. The headings prevocational and vocational refer to trainees who were referred to a vocation through prevocational or directly to the vocation project. The drop column in each of these areas presents the number of persons and percentage who dropped from that vocational area for the specific reason shown at the left of the table.

Drop out rates are not particularly informative unless they reflect the reasons for dropping. This occurs because program modifications to reduce drop outs depend on why one dropped. Moreover, some reasons are condoned by the program (as going to work), others cannot be affected by changing the program (including marriage, illness, and moving), while the program lacks the staff and facilities to handle such problems as emotional disturbance, illness, alcoholism, etc. (personal problems). The reasons which the program can influence make up the true drop out rate, while all reasons are called the overall drop out rate.

These figures are reported in Table IV. The reader will note that occupations have been grouped to provide each instructor with specific information. The reader should also recognize that the number of persons who have been trained in most occupations are relatively small. Therefore, the conclusions and suggestions must be considered highly tentative. They are provided in the hope that they will contribute to an individual program's self-analysis of methods of reducing the number of drop-outs.

TABLE III

REASONS FOR DROPPING TRAINING PROGRAM

REASONS	PREVOCATIONAL START	PREVOCATIONAL DROP F	PREVOCATIONAL DROP %	PREVOCATIONAL COMPLETE	VOCATIONAL START	VOCATIONAL DROP F	VOCATIONAL DROP %	VOCATIONAL COMPLETE	TOTAL START	TOTAL DROP F	TOTAL DROP %	TOTAL COMPLETE
(HOMEMAKER)												
Illness-Pregnancy	0	0		0	6	2	3	4	6	2	1	4
SUBTOTAL- Homemaker	0	0		0	6	2	3	4	6	2	1	4
(L.V.N.)												
Marriage	-	-		-	-	1	1	-	-	1	1	-
Illness-Pregnancy	-	-		-	-	4	6	-	-	4	3	-
Lack of Progress	-	-		-	-	6	9	-	-	6	4	-
Poor Attendance	-	-		-	-	2	3	-	-	2	1	-
Family Problems	-	-		-	-	2	2	-	-	2	2	-
SUBTOTAL-L.V.N.	-	-		-	34	15	21	19	34	15	11	19
(NURSE AIDE)												
Went to Work	-	-		-	-	2	3	-	-	2	2	-
Moved Away	-	1	2	-	-	-		-	-	1	1	-
Illness-Pregnancy	-	1	2	-	-	2	3	-	-	3	1	-
Personal Problems	-	-		-	-	3	4	-	-	3	2	-
Lack of Progress	-	3	4	-	-	7	10	-	-	10	8	-
Poor Attendance	-	1	2	-	-	5	7	-	-	6	4	-
Family Problems	-	-		-	-	3	4	-	-	3	2	-
SUBTOTAL-Nurse Aide	23	6	10	17	126	22	31	104	149	28	21	121
(CUSTODIAN)												
Went to Work	-	1	2	-	-	1	1	-	-	2	2	-
Illness	-	-		-	-	3	4	-	-	3	2	-
Poor Attendance	-	-		-	-	2	3	-	-	2	1	-
Not Interested	-	1	1	-	-	2	3	-	-	3	2	-
SUBTOTAL-Custodian	13	2	3	11	60	8	11	52	73	10	7	63

TABLE III (cont'd)

REASONS FOR DROPPING TRAINING PROGRAM

REASONS	PREVOCATIONAL START	PREVOCATIONAL DROP F	PREVOCATIONAL DROP %	PREVOCATIONAL COMPLETE	VOCATIONAL START	VOCATIONAL DROP F	VOCATIONAL DROP %	VOCATIONAL COMPLETE	TOTAL START	TOTAL DROP F	TOTAL DROP %	TOTAL COMPLETE
(WAITRESS)												
Went to Work	-	-		-	-	2	3	-	-	2	3	-
Moved Away	-	-		-	-	1	2	-	-	1	1	-
Poor Attendance	-	-		-	-	2	3	-	-	2	1	-
Family Problems	-	-		-	-	1	1	-	-	1	1	-
SUBTOTAL-Waitress	0	0		0	39	6	9	33	39	6	5	33
(COOK)												
Went to Work	-	-		-	-	2	3	-	-	2	2	-
Moved Away	-	-		-	-	1	1	-	-	1	1	-
Personal Problems	-	2	3	-	-	-	-	-	-	2	1	-
SUBTOTAL-Cook	10	2	3	8	20	3	4	17	30	5	4	25
(STATION ATTENDANT)												
Went to Work	-	-		-	-	2	3	-	-	2	1	-
Poor Attendance	-	-		-	-	2	3	-	-	2	2	-
SUBTOTAL-Station Attendant	-	-		-	34	4	6	30	34	4	3	30
(GROUNDSMAN)												
Went to Work	-	1	2	-	-	-		-	-	1	1	-
Illness	-	1	2	-	-	-		-	-	1	1	-
SUBTOTAL-Groundsman	6	2	4	4	5	0		5	11	2	2	9
(SALES)												
Illness-Pregnancy	-	1	1	-	-	2	3	-	-	3	2	-
Personal Problems	-	2	3	-	-	-	-	-	-	2	1	-
SUBTOTAL-Sales	20	3	4	17	31	2	3	29	51	5	3	46
(CASHIER)	4	0		4	5	0		5	9	0		9

TABLE III (cont'd) REASONS FOR DROPPING TRAINING PROGRAM

REASONS	PREVOCATIONAL START	PREVOCATIONAL DROP F	PREVOCATIONAL DROP %	PREVOCATIONAL COMPLETE	VOCATIONAL START	VOCATIONAL DROP F	VOCATIONAL DROP %	VOCATIONAL COMPLETE	TOTAL START	TOTAL DROP F	TOTAL DROP %	TOTAL COMPLETE
(CLERK TYPIST)												
Marriage	-	-		-	-	1	1	-	-	1	1	-
Moved Away	-	-		-	-	1	2	-	-	1	1	-
Illness-Pregnancy	-	-		-	-	2	3	-	-	2	1	-
Family Problems	-	2	3	-	-	-	-	-	-	2	2	-
SUBTOTAL-Clerk Typist	8	2	3	6	13	4	6	9	21	6	5	15
(BANK TELLER)	0	0		0	17	0		17	17	0		17
(BOOKKEEPER)												
Went to Work	-	1	2	-	-	3	4	-	-	4	3	-
Poor Attendance	-	1	2	-	-	-	-	-	-	1	1	-
Not Interested	-	-		-	-	1	2	-	-	1	1	-
SUBTOTAL-Bookkeeper	5	2	4	3	19	4	6	15	24	6	5	18
(PREVOCATIONAL)												
Went to Work	-	8	13	-	-	-	-	-	-	8	5	-
Marriage	-	1	2	-	-	-	-	-	-	1	1	-
Moved Away	-	10	16	-	-	-	-	-	-	10	8	-
Illness-Pregnancy	-	6	10	-	-	-	-	-	-	6	5	-
Personal Problems	-	2	3	-	-	-	-	-	-	2	2	-
Lack of Progress	-	1	1	-	-	-	-	-	-	1	1	-
Poor Attendance	-	4	6	-	-	-	-	-	-	4	3	-
Family Problems	-	7	12	-	-	-	-	-	-	7	5	-
Not Interested	-	4	6	-	-	-	-	-	-	4	3	-
SUBTOTAL-Prevocational	132	43	69	89	0	0	0	0	132	43	33	89

TABLE III (cont'd) REASONS FOR DROPPING TRAINING PROGRAM

REASONS	PREVOCATIONAL START	PREVOCATIONAL DROP F	PREVOCATIONAL DROP %	PREVOCATIONAL COMPLETE	VOCATIONAL START	VOCATIONAL DROP F	VOCATIONAL DROP %	VOCATIONAL COMPLETE	TOTAL START	TOTAL DROP F	TOTAL DROP %	TOTAL COMPLETE
(GRAND TOTAL)												
Went to Work		11	17			12	17			23	17	
Marriage		1	2			2	3			3	2	
Moved Away		11	17			3	4			14	11	
Illness-Pregnancy		9	15			15	21			24	19	
Personal Problems		6	10			3	4			9	7	
Lack of Progress		4	6			13	19			17	13	
Poor Attendance		6	10			13	19			19	14	
Family Problems		9	15			6	9			15	11	
Not Interested		5	8			3	4			8	6	
GRAND TOTAL	237	62	100	159	409	70	100	339	630	132	100	498

HOMEMAKER

This program has been suspended. Moreover, the number of trainees was so limited that even tentative conclusions are impossible.

T & I PROGRAMS

L.V.N. - The true drop-out rate for L.V.N. was 29 %. The major reason, lack of progress, would seem to be appropriate for this academically oriented program; except that the relatively high entrance standards would seem to have already eliminated trainees who do not have the necessary aptitude. Since trainees do have the necessary aptitude it would seem appropriate to suggest that the structure of the program prevents some trainees from progressing satisfactorily. For example, if trainees drop because they cannot adhere to the required discipline -- authority needed to become an L.V.N. -- can the program do something to help the trainee build this characteristic? In the case of poor attendance, could the program do something to enhance interest? In the case of family problems, could the program suggest some procedure that would help a trainee solve family problems by some method other than dropping out? On the other hand, considering this program's record of trainees who complete and who have all been licensed, should a procedure be devised to place potential drops in other vocations so that they can become employable?

NURSE AIDE

The true drop-out rate for this program was 13 %. The reasons for dropping that can be reduced through program modifications are the same as those given above in L.V.N. Self-analysis for this program similar to that given for L.V.N. could assist in reducing drop-outs. Perhaps a combined discussion of the possibilities for reducing drop-outs would be fruitful.

CUSTODIAN

The true drop-out rate for this program was 7 %. Poor attendance, which is a reflection of interest, and lack of interest comprise the reasons for dropping. Two possibilities could be explored in this connection. Is there some way the program can increase student interest? Possibly so, if one could discover the components that were lacking in student interest and that contribute to dropping. Secondly, is there any need or way to improve the screening practices? This would seem to be the simplest solution, but one must quickly admit that the very nature of some trainees and the philosophy of the program demand that they be admitted.

WAITRESS

The true drop-out rate for this program was 7.5 %. Poor attendance and family problems comprised the reasons. Since one is really only talking about three individuals, it is difficult to know if a trend really does exist. At this time, however, some discussion of drop-outs may prevent a trend from becoming established.

COOK

The true drop-out rate for this program was 0 %. Pretty hard to improve on that.

SERVICE STATION ATTENDANT

The true drop-out rate for this program was 6 %. This program has been suspendid, but if it is reconstituted, enhancing student interest may be worth considering.

TOTAL T & I PROGRAMS

The true drop-out percentage was 11 %. One percent of these drops had received prevocational training, while 10 % were referred directly to a vocation. In other words, 90 % of those who dropped had not received prevocational training. This would seem to suggest something even though only one out of five vocational trainees in T & I were referred from prevocational.

It may be appropriate for the T & I coordinator to consider discussions, workshops, etc. in order to reduce even further the drop-out rate. On the other hand, perhaps he would deem recognition of the drop-out problem by the various instructors sufficient at this point in time.

BUSINES PROGRAMS

SALES

The true drop-out rate for this program was 0 percent. Pretty hard to improve on that.

CASHIER AND BANK TELLER

There have not been any drop-outs from either of these programs. Quite remarkable to say the least. Perhaps the instructors have some secret weapon or perhaps its just the subject (money). In any event, it would be highly interesting for this writer to know WHY?

CLERK TYPIST

The true dop-out for this program was 10 %. Since this only represents two individuals it is very difficult to suggest any direction for self-analysis that would be of any benefit. Recognizing the possibility of a problem may be the only value.

BOOKKEEPER

The true drop-out rate for this program was 8 %. Again this only represents two individuals and the instructor is referred to the above comments.

TOTAL BUSINESS PROGRAMS

The true drop-out rate for this area was 3%. Two percent of these trainees were from prevocational and one percent were referred directly to vocational. The differences are too slight to warrant any conclusions. Fourty-three percent of the trainees were referred from prevocational or about twice as many as T & I.

The true drop-out rate for this total program area is quite small, but only 122 persons have started in this area compared to 359 in T & I. At this point in time, it simply appears that whatever is being done to reduce the drop-out rate should be continued. One possibility should be mentioned for the benefit of other programs. Business is, in effect, under one roof. This would seem to increase the possibility of increased individual attention by several instructors and enhanced communication among instructors. Does this have any real meaning for other vocational areas?

AGRICULTURE

GROUNDSMAN

This has been the only program in this area although dairy is currently under way. The true drop-out rate was 0 percent. Again, this is pretty hard to improve upon.

TOTAL VOCATIONAL AREAS

The true drop-out rate for all vocational programs was 8 % which is the same as that voted in the last report. This is not particularly surprising since only two months have elapsed since the last report and

the number of persons referred to the project in this amount of time are unlikely to influence to a great degree the effects of the greater number of trainees who had already passed through the project.

PREVOCATIONAL

The true drop-out rate for this area was 9 % while the last report indicated a 7 % drop-out rate. This change is not particularly significant, but interesting. Family problems comprised the major reason for dropping followed by poor attendance, lack of interest, and progress. It is this writers belief that the very nature of the trainee in this program dictates a higher drop-out rate than one would expect in vocational. This problem has received a reasonable amount of attention in the past. However, with the increased influx of students, it may require additional consideration.

TOTAL PROJECT

The true drop-out rate for the entire project was 9 % which is the same as that indicated in the last report.

Lack of progress, attendance and family problems comprise the major reasons followed by a lack of interest. Reductions of the rate -- if considered desirable -- are the responsibility of the individual instructor and as improvements occur, it is they who should receive the credit. Reduction of the rate is the result of many activities - most of which are seldom recognized - by individual instructors. This writer, for one, would like to know what it is that instructors do which allows this project to report such very low drop-out rates.

TABLE IV

DROP CUT RATES BY TRAINING PROGRAM

TRAINING PROGRAM	DROP CUT RATES	
	OVERALL PERCENT	TRUE PERCENT
Homemaker	33	0
SUBTOTAL -- Home Economics	33	0
L.V.N.	44	29
Nurse Aide	19	13
Custodian	14	7
Waitress	15	7.5
Cook & Kitchen Helper	17	0
Station Attendant	12	6
SUBTOTAL - T & I	68/359 = 19 %	39/359 = 11 %
Sales	10	0
Cashier	0	0
Clerk - Typist	29	10
Bank Teller	0	0
Bookkeeper	25	8
SUBTOTAL - Business	17/122 = 14 %	3 %
Groundsman		
SUBTOTAL - Agriculture	18	0
Prevocational	30	12
TOTAL PROJECT	21	9